ELA A10

The Mysteries of Life

In explorations that engage our mind, body, and spirit, we find joy and fulfillment. Life is filled with mysteries from the extraordinary to the common. The human brain, for example, is a fascinating yet mysterious subject. Its endless capabilities, such as storing memories and imagining possibilities within and beyond this world, continue to amaze and confound us. We wonder how memory shapes us, and we speculate on the role of destiny in our lives. Our memories are significant to who we become. For centuries, humans have searched for answers to life’s mysteries; even now, as we explore and ponder these mysteries, we discover and encounter different ways of knowing (natural, traditional, scientific, aesthetic, religious, mystical) or explaining those mysteries. We seek answers from nature, environment, science, faith, traditions, etc. On our quest for answers, we journey into worlds unknown: worlds within, worlds beyond, and worlds remembered.

This unit is divided into four sub-themes:

* The Joys of Mind, Body, and Spirit
* The Mysteries of the Human Brain and Imagination
* Mysteries of this World and Beyond
* The Fantastic

Questions for deeper understanding:

* Of what is the human brain capable? How is technology changing the human brain? How can the human brain reach its potential?
* What role does memory play in shaping a person?
* How do our imaginations carry us far beyond the borders of the everyday world? Why is the imagination valuable in our personal lives, in society, and in the workplace? How might making connections expand our imagination and creativity?
* Is there a master plan or are we masters of the plan?
* How do fantasy and science fiction prepare us to handle the challenges that tomorrow will bring?

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|  | Topic | Outcome (to check off in Pschool) | What CAN the students do? | Plan | Assessment (**bold**  indicates summative assessment) | Adaptation | Materials |
| The Joys of Mind, Body and Spirit | Imagination and It’s Contribution to Society  (2 hours) | CC A10.3  CR A10.4  CC A10.4 | I can participate in large group discussion, demonstrating effective group interaction skills and strategies.  I can read, interpret and draw conclusions about Grade 10 literary and informational texts  I can develop, explain and justify my opinions  I can understand and apply language cues and conventions to construct and communicate meaning when writing | 1. View “Artifacts from the Future” 2. Group Discussion: How do our imaginations carry us far beyond the borders of the everyday world? Why is the imagination valuable in our personal lives, in society, and in the workplace? How might making connections expand our imagination and creativity? 3. Explore different perspectives about how people’s imagination has helped or hindered society. Students choose from “Teen Builds Electric Pickup”, “Artificial Intelligence”, “After the Sirens”. Students complete Before and During sections of handout. 4. Co-create criteria of successful reader response using template. 5. Students complete After Reading section of handout. (write a Reader Response to the text they have read) 6. Exit slip – “What Before and After reading strategies did you use today?” | Group Discussion Checklist  Sticky note formative assessment as students complete Before/During activities  Rubric Assessment of Reader Response | Readings selected according to readiness and interest  Allow weaker writers to choose 4 prompts from handout to comprise the response. | * Artifacts from the Future (scanned) * Copies of “Teen Builds Electric Pickup”, “After the Sirens”, “Artificial Intelligence” * Imagination: Tool or Terror? Handout * Rubric (co-generated) for reader response * Sticky notes for exit slip |
| The Joys of Mind, Body and Spirit | Introducing Inventions  (5 hours) | CC A10.3  CR A10.2  CR A10.3  **CC A10.4**  **CC A10.1**  ARA10.1  ARA10.2 | I can participate in large group discussion, demonstrating effective group interaction skills and strategies.  I can demonstrate active viewing behaviours.  I can listen to, interpret and draw conclusions from an informational text. (mini-lecture)  **I can write an inquiry report.**  **I can develop an inquiry project related to a theme or issue.**  I can establish and apply criteria to evaluate my own and others’ work.  I can select strategies to help improve my language learning. | 1. Brainstorm some important inventions. Use <http://inventors.about.com/od/famousinventions/tp/topteninvention.htm> to help you get started. 2. Give students time to discuss the merits of different inventions and choose one that is most interesting to them. 3. Introduce inquiry report. 4. Construct criteria for inquiry report 5. Model effective online research skills. 6. Exit slip – list three important things to remember when searching online   -----------------------------------------------------------   1. Students identify what they know and want to know about the topic 2. Students choose a note-taking method 3. Students complete research   -----------------------------------------------------------   1. Students write journal entry reflecting on areas of need or success. 2. Review expectations for presentation of written work 3. Students organise research into outline 4. Students draft report 5. Students revise report – use checklist 6. Students complete final copy | Group Discussion Checklist  Exit slip  Formative assessment (sticky notes) during research and drafting stages.  **Summative assessment of inquiry report.** | Research may have to be structured (identify 2 sites and have students make notes from pre-highlighted sections)  Sentence starters/outline for some | * Top Ten inventions website <http://inventors.about.com/od/famousinventions/tp/topteninvention.htm> * Co-constructed criteria template for inquiry report * Presentation outline for mini-lecture on online searching * Revision/editing checklist * Graphic organiser for report outline * Computer access |
| The Joys of Body, Mind or Spirit | Writing a Narrative  (4 hours) | **CCA10.4**  CCA10.3 | I can write a narrative.  I can participate in large group discussion, demonstrating effective group interaction skills and strategies. | 1. Students write in journals about a time they have used their body, mind or spirit to accomplish something great. (eg. Finished a long race, controlled your temper) 2. Watch Jill Bolte Taylor’s “Stroke of Insight” - <http://www.ted.com/talks/jill_bolte_taylor_s_powerful_stroke_of_insight.html> 3. Discuss how this video is an example of the “joy of the mind”. 4. Return to journal entry and use it as a base from which to develop criteria for narrative writing (fill in criteria on rubric) 5. Briefly identify other options for story’s main character (Temple Grandin, Lance Armstrong, Aron Ralston, Dalai Lama) 6. Use graphic organiser to organise information 7. Complete first draft of writing 8. Peers edit each other’s work 9. Students revise and teacher gives formative feedback | Peer assessment (checklist) of first drafts  Formative feedback (written or verbal) of revised draft  **Summative assessment of narrative writing.** | Sentence starters  Assistance filling in graphic organiser  More specific/basic feedback (maybe looking for capital letters only) | * TED Talk <http://www.ted.com/talks/jill_bolte_taylor_s_powerful_stroke_of_insight.html> * Graphic organiser for pre-writing * Peer-editing checklist (from criteria!) * Co-created criteria template for narrative writing |
| Mysteries of the Human Brain and Imagination | Directed Listening – Edgar Allen Poe  (3 hours) | CR A10.3  CR A10.3  CR A10.4  CC A10.2  CR A10.2 | I can listen to, interpret, summarize and draw conclusions about ideas and information from more than one source  I can understand semantic/lexical/morphological cues  I can select during listening strategies to help me understand what I am listening to.  I can interpret the ideas, information, concepts and themes in a text  I can present information using print and non-print aids such as graphics to engage and inform an audience  I can view, interpret, summarize and make conclusions about ideas presented in a short film. | 1. Introduce the sub-theme. Does your brain ever play tricks on you? When has your imagination gotten out of hand? What were you scared of as a child? 2. Vocabulary handout – dictionary work 3. Identify definition of foreshadowing 4. Begin reading “The Tell-Tale Heart” 5. Stop periodically and have students practice prediction in their journals. 6. Small group discussion – find three places where foreshadowing was present 7. View online version of story – large group discussion about what was different. 8. Students to represent their interpretation of the ideas, concepts and themes in a comic strip using generator. | Exit slip – How was foreshadowing used in this story?  Discussion checklist  Formative feedback on comic strips from teacher.  Peer assessment of comic strips from students. |  | * Simpsons clip “Treehouse of Horrors” <http://www.wtso.net/movie/216-The_Simpsons_203_Treehouse_of_Horror.html> * Vocabulary worksheet * Tell Tale Heart (print) * Tell Tale Heart (film) <http://www.youtube.com/watch?v=RpEIMERxgi4&feature=related> * Journals * Comic creator at <http://www.readwritethink.org/files/resources/interactives/comic/> |
| Mysteries of the Human Brain and Imagination | Oral Reading – Mysteries  (4 hours) | **CCA10.3**  CR A10.3  CR A10.4 | I can prepare, rehearse, and deliver an oral reading/interpretation of prose, poetry or other texts.  I can identify and adjust oral presentation elements in keeping with purpose, audience needs and situation.  I can demonstrate active listening.  I can read and make generalizations about key concepts, characters, themes and techniques in literary texts. | 1. Students write in journal about a ghost story they know about. 2. Listen as teacher reads “The Legend of the Qu’Appelle” 3. Students fill in chronological graphic organiser as they listen to keep track of events. 4. Hand out poem and review definitions of simile, imagery and metaphor. 5. Students work in pairs to analyse poem for language features.   --------------------------------------------------------------------   1. Review together 2. Listen to “Underwater Body Recovery” – identify features of oral reading on criteria sheet. 3. Students given time to choose a ghost story of their own 4. Students annotate copy of the story and practice reading it (formative feedback with sticky notes) 5. Students record oral reading on flip videos | Exit slip – example of simile, metaphor and imagery  Discussion checklist  **Rubric Assessment of Oral Reading of Prose** |  | * Legend of the Qu’Appelle” * <http://www.youtube.com/watch?v=B7i-iadZuHk> * Resources for students to select a ghost story * <http://www.americanfolklore.net/spooky-stories.html> * Dad’s Windigo Story? * Graphic organiser * Language features questions * Oral reading criteria/rubric (A10,3 [e]) |
| Mysteries of the Human Brain and Imagination |  | **CC A10.4 (h)** | I can write a review evaluating a literary work. | 1. Review clip from live theatre on youtube. 2. Small group discussion – students discuss what they liked and didn’t like in the clip. 3. Read review of production together and extract features of a good review (write these on rubric sheet) 4. View drama production at Persephone Theatre 5. Brainstorm features of the production viewed 6. Students fill out graphic organiser for film review 7. Students draft review 8. Students edit their work and someone else’s using checklists 9. Students create final, polished copy. | Rubric Assessment for Review |  | * Need rubric * Need youtube clip and review * www. * Need graphic organiser * Need editing checklist |
| Mysteries of this World and Beyond | Writing a legend  (3 hours) | **CC A10.4**  **AR A10.1**  **AR A10.2** | I can experiment with and explore a variety of written text forms.  I can establish and apply criteria to evaluate my own and others’ work.  I can select strategies to help improve my language learning. | 1. Read “The Legend of the Valley” 2. Large group discussion of other legends students are aware of. (Need examples of this!) 3. Pre-writing for student created legend about a place they are familiar with (can be made up) or a legend they already know. 4. Draft on computers 5. Teacher gives feedback on sticky notes 6. Students complete editing checklist (for cues and conventions) 7. Students complete polished draft | Discussion checklist  Formative feedback during writing process  **Mark out of 10 for accuracy of self-editing**  **Rubric assessment of legend** | Kurzweil for word processing  Basic and targeted editing | * Computers for word processing * Cues and conventions checklist |
| Mysteries of this World and Beyond | Who Killed Mr. Chippendale? | CR A10.1  CR A10.3  CR A10.4  CC A10.3  AR A10.1  AR A10.2 | I can show that I understand what I have read by responding thoughtfully and critically  I can reflect on and be critical about what I have listened to.  I can listen to others and interact appropriately while listening.  I can demonstrate active reading.  I can support the learning in my classroom by talking, listening, avoiding sarcasm or insult, drawing others into the conversation. | 1. Discuss definition of “consensus” 2. Students are divided into groups of four 3. Each group member is responsible for active reading of selected “actors” in the text. 4. Students fill out data collection sheet 5. Students participate in small group discussion and come to consensus about *Who Killed Mr. Chippendale*? 6. Co create features of a persuasive paragraph 7. Students collaboratively write a persuasive paragraph arguing who they think killed Mr. Chippendale. Two students write draft on board or chart paper. Other two students in the group *must* make 5 changes to paragraph in order to strengthen it. | Listening checklist  Discussion Checklist  Peer revision of paragraph  Peer and Self Evaluation of group work | Assign fewer number of characters if necessary.  Student could read entire selection independently. | * Copies of *Who Killed Mr. Chippendale* * Reading guide   Group and self assessment on p. 66 and 67 of Assessment document |
| The Fantastic | Intensive Novel Study  (15 – 20 hours) | CR A10.1  CR A10.4  CCA10.3  ARA10.1  ARA10.2 | I can show that I can understand and respond to different print texts.  I can read, comprehend and explain Grade 10 literary texts  I can demonstrate active reading  I can read to identify the main ideas, events and themes in a variety of texts  I can participate in small group discussions  I can support the learning in my classroom by talking, listening, avoiding sarcasm or insult, drawing others into the conversation  I can use feedback to evaluate my effectiveness as a communicator  I can evaluate my own contributions to group process and evaluate others’ contributions | 1. Introduce the sub theme. How do fantasy and science fiction prepare us to handle the challenges that tomorrow will bring? Students brainstorm texts they are familiar with from this genre 2. Students divided into ability/interest groups 3. Introduce concept of literature circles  * Rotating roles * Daily journals * Assigned reading  1. Review assessment of literature circles and novels available 2. Students given time in literature circles to make plan  * Book of their choice will have to be divided into time allotted for activity * Roles assigned for each day   \*\*Notes – decide how much time for this activity. Possible to do this exclusively, with days in between meeting times given for reading, or to intersperse with other lessons and assign reading for homework   * Also, additional roles are available according to the needs/interests/learning profiles of students. See <http://wblrd.sk.ca/~bestpractice/litcircles/examples.html> or <http://www.burgettstown.k12.pa.us/725220823232627560/lib/725220823232627560/Lit_Circles.Role_Sheets.pdf> | Sticky note formative feedback throughout  Anecdotal records ongoing (keep class list for each day with notes of students achievement in CC (speaking) outcomes and CR (reading)  Rubric Assessment of Literature Circle | Choice of novel  Consider illustrator roles for weaker students  Kurzweil as an option | The Hunger Games, Fahrenheit 451, Enders Game, The Giver, The Hobbit, Z is for Zachariah  Self and Group assessment forms on p 67 and 68 of ELA Assessment document |
| Mysteries of the Human Brain and Imagination |  | CR A10.3  CC A10.3 | I can listen to, interpret, summarize and draw conclusions about what I hear  I can reflect on what I have listened to. I can be critical about what I have listened to.  I can listen respectfully to a guest speaker and make notes that highlight the key points, purpose, attitude and organization of ideas.  I can listen to a speech and identify the language features used.  I can participate in small group discussion | 1. Introduce Wendigo – imagination or not? 2. Independent investigation – students find example of Weesachuk or Windigo story. 3. Share findings with class 4. Discuss significance of oral tradition in First Nations culture. 5. Guest Speaker – contact OTC (legend story or other) 6. Students use graphic organiser to keep track of key points, purpose, attitude and organisation of ideas. 7. After listening: Debrief in small groups discussing following questions:  * Did you believe the speaker? Why or why not? * What verbal or non-verbal cues were effective?   \*\*Need a list of non-verbal cues on board\*\*   1. Students write listener response, summarizing key points and purpose of speaker and offering critical response of what was presented. | **Rubric assessment of listener response**  Anedcotal records or checklist of listening behaviours | Key points could be arranged in a close activity | Info about Wendigo at <http://www.supernatural.tv/reviews/legends/wendigo.htm>  Graphic organiser for listening  Co-creating criteria/rubric for listener response  List of non-verbal cues to watch for |